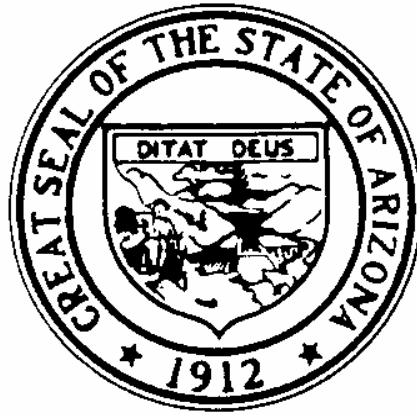


Arizona Department of Education



2007 School Safety Study

**Research and Evaluation
School Safety and Prevention**

September 14, 2007

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2007 School Safety Study Executive Summary

Violent and serious behaviors at school compromise the learning environment and endanger students, teachers, and staff. Ideally, a safe school is free from violent and serious behaviors and members of the school community feel safe.

The purpose of this report is to describe the safety of public schools in Arizona. The first step in developing and maintaining safe schools is for educational stakeholders to be knowledgeable about the variety, severity, and scope of violent and serious behaviors occurring at school.

The 2007 School Safety Study was an exploratory research study that focused on:

- Describing the violent and serious behaviors reported by public high school students as occurring on school property in 2003 and 2005
- Comparing the behaviors reported by public high school students as occurring on school property in 2005 with the same behaviors reported by high school students throughout the nation
- Describing the violent and serious incidents reported by public school administrators in 2004, 2005, and 2006
- Comparing the violent and serious behaviors reported by public high school students as occurring on school property in 2005 with the number of violent and serious incidents reported by public school administrators

While this study focused on student behaviors at school, many non-student offenders such as staff, contracted personnel, and trespassers, were responsible for violent and serious incidents on the campuses of public schools in Arizona.

It is also important to note that the violent and serious behaviors that occurred at school represent only a piece of the school safety picture. Safe and effective schools foster learning, safety, and socially appropriate behaviors. Safe and effective schools have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement.

Significant findings from this study include:

- Smoking cigarettes at school was reported significantly less often by public high school students in Arizona than high school students throughout the nation in 2005
- More public high school students in Arizona reported being offered, sold, or given an illegal drug on school property in 2005 than in 2003
- Public high school students in Arizona reported having access to illegal drugs on school property, being threatened or injured with a weapon such as a gun, knife, or club on school property, and having at least one drink of alcohol on school property significantly more often than high school students throughout the nation in 2005
- Approximately 82,063 public high school students reported being harassed or bullied on school property in 2005
- Approximately 95,849 public high school students reported having property such as a car, clothing, or book stolen or deliberately damaged on school property
- Disparities exist between the number of incidents reported by public school administrators and similar behaviors reported by students

Administrators at a safe school use school safety data from a variety of source to identify, monitor, and evaluate school safety issues. These data are used to prioritize concerns and focus resources on the development and use of efficient and effective strategies, policies, programs, and practices. Safe and effective schools share school safety data with members of the school community and other educational stakeholders.

Toward this end, the following recommendations are offered:

- Continue to improve the accuracy and reliability of the collection, tracking, and reporting of school safety incident data
- Expand the Arizona Youth Risk Behavior Survey (AZ YRBS) to include school level data and middle school students
- Support the collection of additional local data including the perceptions of students, teachers, and staff regarding school safety
- Enhance professional development for school personnel on the collection, analysis, and use of data
- Provide financial resources to accomplish the above

2007 SCHOOL SAFETY STUDY

Introduction

A.R.S. §15-231.03 requires the Arizona Department of Education (ADE) to conduct a random sample survey of school districts regarding school safety every four years and to submit a written report that summarizes the results to the governor, the president of the senate, and the speaker of the house of representatives. Pursuant to this requirement, the purpose of the 2007 School Safety Study was to describe the safety of public schools in Arizona. The data in this study provides a picture of the variety, severity, and scope of violent and serious behaviors occurring on the campuses of public schools in Arizona. It provides a foundation for discussion of school safety issues confronting educational stakeholders.

Importance of Research

Local media headlines attest to the violent and serious behaviors occurring at public schools in Arizona:

School lockdown tied to drug deal¹

Man rams car, threatens girlfriend with hammer at school²

Bullies using cyber space³

These behaviors endanger students, teachers, and staff making teaching and learning difficult. Performance Goal 4 of the No Child Left Behind Act (NCLB) requires that all students are educated in learning environments that are safe, drug-free, and conducive to learning. Standard 4 of the Arizona Standards and Rubrics for School Improvement requires schools to function as effective learning communities that support a climate conducive to student achievement. Hence, educational stakeholders are responsible for ensuring that students attending public schools in Arizona are kept safe at school, at school sponsored events, or on their way to and from school.

Study Design

The 2007 School Safety Study was an exploratory research project that utilized descriptive statistics to summarize data collected from the 2003 and 2005 Arizona and National Youth Risk Behavior Surveys (YRBS) and the 2004, 2005, and 2006 Arizona Safe and Drug-Free Schools (SDFS) Report census.

Research Questions

The following questions guided this research:

- What is the definition of a safe school?
- What is the percent of violent and serious behaviors reported by high school students attending public schools in Arizona?

¹ Soares, A. and Keane, K., (February 13, 2007), The Arizona Republic.

² Hedblom, M. (August 30, 2007). Ibid.

³ Sass, B. (July 17, 2007). Ibid.

- How does the percent of violent and serious behaviors reported by high school students attending public schools in Arizona compare to the percent of the same behaviors reported by high school students throughout the Nation?
- What is the rate of violent and serious incidents reported by public school administrators in Arizona?
- How does the school safety indicator data collected from school administrators compare to similar data reported by students?

Definition of a Safe School

For purposes of this report, a safe school was defined as being free from violent and serious behaviors that endanger students, teachers, and staff. These violent and serious behaviors include:

- Homicide
- Suicide
- Weapons
- Gangs
- Sexual assault with or without a weapon
- Attempted sexual assault with or without a weapon
- Physical attacks with or without a weapon
- Physical threats with or without a weapon
- Physical injury
- Possession use, or distribution of alcohol
- Possession or use of drugs
- Possession or use of tobacco
- Robbery
- Theft
- Larceny
- Vandalism
- Verbal threats
- Bullying
- Harassment
- Intimidation
- Sexual harassment
- Conflict due to race, religion, or sexual orientation

In addition, a safe school is a school where students, teachers, and staff feel safe.

Various definitions of a safe school were compiled from a review of literature. All indicators selected were addressed in at least three of the reviewed documents before being included as a school safety indicator. The tools currently used in Arizona to collect school safety indicator data were reviewed to identify questions that provided the data needed to describe the selected indicators. Data was not available to describe the following indicators: verbal threats, attempted sexual assault with or without a weapon, gangs, conflict due to race, religion, or sexual orientation, and the perceptions of teachers and staff regarding the safety of their school.

Limitations

School safety was described in this study by the violent and serious behaviors reported by students and incidents of similar behaviors reported by school administrators. While this study focuses on student behaviors, many non-student offenders, such as staff, contracted personnel, and trespassers, were responsible for violent and serious incidents on the campuses of public schools in Arizona.

It is also important to note that the violent and serious behaviors that occur at school are only part of the school safety equation. Educational stakeholders strive for safe and effective schools. In addition to the violent and serious behaviors occurring at school, a safe and effective⁴ school:

- Focuses on academic achievement
- Involves families in meaningful ways
- Develops links to the community
- Emphasizes positive relationships among students and staff
- Discusses safety issues openly
- Treats students with equal respect
- Creates ways for students to share their concerns
- Helps children feel safe expressing their feelings
- Offers extended day programs for students
- Promotes good citizenship
- Identifies problems and assesses progress toward solutions

Safe and effective schools openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe and effective schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community.

⁴ Dwyer, K., Osher, D., and Warger, C. (1998). *Early Warning Timely Response: A Guide to Safe Schools*. Washington DC, U.S. Department of Education, August.

Methods

The safety of public schools in Arizona was described by the percent of violent and serious behaviors reported by students in the Arizona Youth Risk Behavior Surveys (AZ YRBS) and the rate of violent and serious incidents per 1,000 students as reported by school administrators in the Safe and Drug-Free Schools (SDFS) Reports. The relative safety of public schools was determined by comparing the percent of violent and serious behaviors reported by students in the AZ YRBS to the percent of the same behaviors reported by students in the National YRBS. The number of serious and violent behaviors reported by students in the 2005 AZ YRBS was also compared to the number of similar incidents reported by school administrators in the 2005 SDFS Report.

Youth Risk Behavior Surveys

The purpose of the Arizona and National YRBS is to assess and monitor behaviors that place high school students at increased risk for premature morbidity and mortality and includes questions pertinent to school safety. Both the Arizona and National surveys used a multi-stage random sample and are administered on odd numbered years.

Arizona Youth Risk Behavior Survey (AZ YRBS) - A two-stage cluster sample designed to produce a representative sample of 9th-12th grade students enrolled at public schools in Arizona was used for the 2003 and 2005 AZ YRBS. The ADE contracted with Macro International Inc. to administer the 2003 and 2005 AZ YRBS. The data collected in the Arizona YRBS is accurate and reliable at the 95 percent confidence level. Please see Appendix A for a description of the response rates, sampling design, and weighting procedures.

National Youth Risk Behavior Survey (National YRBS) - A three-stage cluster sample designed to produce a nationally representative sample of students in the 9th-12th grades was used for the 2003 and 2005 National YRBS. The National YRBS was administered by the Centers for Disease Control and Prevention (CDC). The data collected in the National YRBS is accurate and reliable at the 95 percent confidence level and is valid for public high school students throughout the nation. Please see Appendix B for a description of the response rates, sampling design, and weighting procedures.

There were 10 questions on the AZ YRBS that asked students how often they were involved with certain violent and serious behaviors while at school. These behaviors were categorized and ranked based on the criminal status of the behavior as defined by Arizona Revised Statute (A.R.S.) Title 13 Criminal Code and whether the behavior was indicated as violent according to the Unsafe School Choice Option criteria developed by the ADE. Please see Appendix C for a description of the Unsafe School Choice Option criteria. Nine of the questions on the 2005 AZ YRBS were identical to questions asked on the 2005 National YRBS questionnaire.

Table 1
Arizona and National 2005 Youth Risk Behavior Survey (YRBS) Questions
Used to Describe School Safety Indicators
By Category

Category	C¹	V²	Indicator
Perception of Safety	NA	NA	Did not go to school at least one day in the past month because felt unsafe at school or on the way to school
Violent Crime	C	V	Have been threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months
Weapons	C	V	Have carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days
Physical Attack	NC	NV	Have been in a physical fight on school property at least once during the past 12 months
Alcohol, Tobacco, and Other Drugs (ATOD)	C	NV	Have been offered, sold, or given an illegal drug on school property by someone during the past 12 months
	C	NV	Have used marijuana on school property one or more times during the past 30 days
	C	NV	Have had at least one drink of alcohol on school property on one or more of the past 30 days
	C	NV	Have smoked cigarettes on school property on one or more of the past 30 days
Theft & Vandalism	C	NV	Have had property, such as their car, clothing, or books stolen or deliberately damaged on school property one or more times during the past 12 months
Non-Criminal	NC	NV	Have been harassed or bullied on school property one or more times during the past 12 months ³

¹Indicates a criminal offense per A.R.S. Title 13 Criminal Code, (C-Criminal, NC-Not Criminal)

²Indicates a violent criminal offense per the Arizona Department of Education (ADE) Unsafe School Choice Option Policy (V-Violent, NV-Non Violent).

³This question was not asked on the National YRBS.

Safe and Drug-Free Schools (SDFS) Report

The SDFS Report is an annual census of all public schools in Arizona. The purpose of the SDFS Report includes collecting the number of violent and serious incidents that occur at school, at school sponsored events, or on the way to and from school. The SDFS Report census is administered annually by the ADE and completed online by school administrators. A copy of the 2006 SDFS Report questionnaire can be viewed in Appendix D. Copies of the 2004, 2005, and 2006 SDFS Reports questionnaires are available on the ADE website at <http://www.ade.az.gov/sa/health/tools/SDFSReport.asp>.

The 2004, 2005, and 2006 SDFS Report Census had an average 99 percent response rate.

Table 2				
Response Rates for the 2004, 2005, and 2006 SDFS Report Census				
	2004	2005	2006	3 year Average
Expected	1727	1793	1852	1791
Accepted	1723	1789	1795	1769
Response Rate	99.77%	99.78%	96.92%	98.79%

Limitations of SDFS Report Data

The accuracy and reliability of the SDFS Report questionnaire has not been established. Processes have been developed and implemented to improve the accuracy and reliability of the data reported by administrators. These processes included the development of incident definitions; annual training opportunities on the definitions and data reporting procedures; and on-going technical assistance in all aspects of the completion of the report. Reporting requirements, however, specify when there is more than one violation involved in an incident, only the highest level violation is reported. For example, if a student came to school drunk, harassed other students, and carried a concealed weapon, the weapon violation would be the only incident reported on the SDFS Report. Although many people may have been involved in one incident, only one incident would be reported. For example, if there was one incident of vandalism but three students were involved, this would be reported as one incident. The data from the SDFS Report does, nonetheless, reflect what public school administrators reported to the state and the public and is useful in describing a piece of the school safety picture.

Procedures

Each SDFS Report submitted to ADE was reviewed for completeness and consistency and either accepted or rejected. If a report was rejected, the school was given guidance on editing the report and the report was resubmitted. Incidents reported in the SDFS Report were categorized and ranked using the same criteria used to categorize and rank the behaviors reported in the YRBS.

Table 3
SDFS Report Questions Used to Describe School Safety
By Category

	C¹	V²	Question: Please provide the number of incidents at your school during the current school year using the categories below. A single event (e.g., fight) is one incident regardless of how many perpetrators or victims were involved.
Violent Death	C	V	Violent death (homicide & suicide)
Violent Crime	C	V	Rape or sexual assault
	C	V	Robbery (taking things by force) with a weapon
	C	V	Robbery (taking things by force) without a weapon
	C	V	Physical attack or fight with a weapon
	C	V	Threat of physical attack with a weapon
	C	V	Use of a firearm or destructive device
	C	V	Use of a weapon other than a firearm/explosive device
Weapons	Use³		
	C	V	Use of a firearm or destructive device
	C	V	Robbery (taking things by force) with a weapon
	C	V	Use of a weapon other than a firearm/explosive device
	C	V	Physical attack or fight with a weapon
	C	V	Threat of physical attack with a weapon
	Possession		
	C	NV	Possession of a firearm or destructive device
	C	NV	Possession of a weapon other than a firearm/explosive device
	Threats		
	C	NV	Bomb threat
	C	NV	Hazardous or biochemical materials threat
Physical Attack	C/NC	NV	Physical attack or fight without a weapon
	NC	NV	Threat of physical attack without a weapon
ATOD	C	NV	Possession or use alcohol
	C	NV	Distribution Illegal Drugs
	C	NV	Possession or use illegal drugs
	C	NV	Possession or use tobacco
Theft & Vandalism	C	NV	Theft/Larceny
	C	NV	Motor vehicle theft
	C	NV	Vandalism
Non-Criminal	NC	NV	Sexual harassment
	NC	NV	Intimidation/Bullying

¹Indicates a criminal offense per A.R.S. Title 13 Criminal Code, (C-Criminal, NC-Not Criminal)
²Indicates a violent criminal offense per the Arizona Department of Education (ADE) Unsafe School Choice Option Policy (V-Violent, NV-Non Violent).
³There are five SDFS Report indicators included in both the Violent Crime category and the Weapons Use sub-category.

Table 4
Additional SDFS Report Questions Used to Describe School Safety
By Category

Category	C¹	V²	Question
Violent Crime	C	V	How many students were seriously injured (beyond first aid) as a result of a violent act on school grounds?
	C	V	At your school were there any incidents in which non-students used firearms with intent to harm?
	C	V	How many school personnel were intentionally attacked or injured by students on school grounds?

¹Indicates a criminal offense per A.R.S. Title 13 Criminal Code, (C-Criminal, NC-Not Criminal)
²Indicates a violent criminal offense per the Arizona Department of Education (ADE) Unsafe School Choice Option Policy (V-Violent, NV-Non Violent).

Analyses

Percent of student responses and the rates of school safety incidents per 1,000 students were used to summarize data and describe the safety of public schools in Arizona. T-tests were used to determine if there was a statistically significant difference between student responses to the 2003 and 2005 AZ YRBS and between student responses on the 2005 AZ YRBS and the 2005 National YRBS. One-way Analysis of Variance (ANOVA) was used to test for significant differences between the rates of incidents reported in the 2004, 2005, and 2006 SDFS Reports by category and sub-category.

Violent and Serious Behaviors Reported by Public High School Students

T-tests between the 2003 and 2005 YRBS response rates by question showed no significant differences between years on nine out of 10 of the school safety indicators. There was, however, a significant increase in the percent of students that reported being offered, sold, or given an illegal drug on school property from 2003 and 2005. Almost 29 percent or 81,969 students indicated being offered, sold, or given an illegal drug on school property in 2003 as compared to 38.7 percent or 127,033 students in 2005.

Perception of Safety

There was no significant difference between the percent of responses from public high school students to the question in the 2003 and 2005 AZ YRBS that asked students if they did not go to school at least one day because they felt unsafe at school. Over five percent or approximately 15,763 public high school students in 2003 and 7.3 percent or approximately 23,962 in 2005 reported they did not go to school at least one day in the past 30 days because they did not feel safe at school or on their way to school.

Violent Crime

Being threatened or injured with a weapon on school property was the fourth most frequently occurring behavior reported by public high school students in 2003 and the fifth most frequently reported behavior in 2005. Almost 10 percent or approximately 27,801 students in 2003 and almost 11 percent or approximately 35,123 students in 2005 indicated they had been threatened or injured with a weapon on school property during the past 12 months.

Weapons

There was no significant difference between the percent of responses by public high school students to the question in the 2003 and 2005 AZ YRBS that asked if they carried a weapon, such as a gun, knife, or club on school property. Six percent or approximately 16,623 students in 2003 and 7.4 percent or approximately 24,291 in 2005 reported carrying a weapon on school property at least once during the past 12 months.

Physical Attack

Being in a physical fight on school property was the third most frequently occurring behavior reported by public high school students in 2003 and the fourth most frequently reported behavior in 2005. Over 11 percent or approximately 32,673 students in 2003 and 11.7 percent or approximately 38,405 in 2005 reported being in a physical fight on school property during the past 12 months.

Alcohol, Tobacco, and Other Drugs (ATOD)

Illegal Drugs - Being offered, sold, or given an illegal drug on school property in the past year was the behavior public high school students reported occurring most often. There was a significant increase in this behavior from 2003 to 2005. More than 29 percent or approximately 81,969 students indicated being offered, sold, or given an illegal drug on school property in 2003 and almost 39 percent or approximately 127,033 indicated this happening in 2005.

Marijuana - There was no significant difference between the percent of student responses to the question in the 2003 and 2005 AZ YRBS that asked public high school students if they had smoked marijuana on school property on one or more times in the past 30 days. Six and one half percent or approximately 18,629 students reported smoking marijuana on school property in 2003. Over five percent or approximately 16,741 students in 2005 reported the same behaviors.

Alcohol - There was no significant difference between the percent of responses from public high school students to the question in the 2003 and 2005 AZ YRBS that asked if they had at least one drink of alcohol on school property. Having at least one drink of alcohol on school property on

one or more of the past 30 days was a behavior 7.1 percent or approximately 20,348 public high school students reported in 2003 and 7.5 percent or approximately 24,619 reported in 2005.

Cigarettes - There was no significant difference between the percent of responses by public high school students to the question in the 2003 and 2005 AZ YRBS that asked if they smoked cigarettes on school property. Over six percent or approximately 18,343 students in 2003 reported smoking a cigarette on school property on one or more of the past 30 days and 4.7 percent or approximately 15,428 reported doing so in 2005.

Theft and Vandalism

Having property stolen or deliberately damaged on school property was the second most frequently occurring behavior reported by public high school students in 2003 and 2005. Thirty percent or approximately 86,268 students in 2003 and 29 percent or approximately 95,849 in 2005 reported having property stolen or deliberately damaged on school property during the past 12 months.

Non-Criminal

Being harassed or bullied one or more times during the past 12 months was the third most frequently occurring behavior reported by public high school students in 2005. The 2003 YRBS did not have a question asking students if they had been harassed or bullied on school property. Twenty-five percent or approximately 82,063 students indicated being harassed or bullied on school property during the past 12 months in 2005.

Relative Safety of Public High Schools in Arizona

T-tests between the 2005 AZ and National YRBS response rates showed one indicator of school safety that was significantly lower in Arizona than in the nation, five that were statistically the same, and three that were significantly higher.

Table 6
2005 Arizona YRBS Compared with the 2005 National YRBS

		2005 Arizona (Including Charter Schools)		2005 United States			
Category	Question	Percent	95% Confidence Interval	Percent	95% Confidence Interval	P- Value ¹	Difference ²
Perception of Safety	Did not go to school at least one day in the past month because felt unsafe at school or on the way to school	7.3	± 1.8	6.0	± 1.2	0.25	Not Different
Violent Crime	Have been threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months	10.7	± 1.1	7.9	± 0.7	<0.01	Higher
Weapons	Have carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days	7.4	± 1.0	6.5	± 0.9	0.18	Not Different
Physical Attack	Have been in a physical fight on school property at least once during the past 12 months	11.7	± 1.7	13.6	± 1.1	0.08	Not Different
Alcohol, Tobacco, and Other Drugs (ATOD)	Have been offered, sold, or given an illegal drug on school property by someone during the past 12 months	38.7	± 2.3	25.4	± 2.1	<0.01	Higher
	Have used marijuana on school property one or more times during the past 30 days	5.1	± 1.2	4.5	± 0.6	0.43	Not Different
	Have had at least one drink of alcohol on school property on one or more of the past 30 days	7.5	± 1.7	4.3	± 0.6	<0.01	Higher
	Have smoked cigarettes on school property on one or more of the past 30 days	4.7	± 1.1	6.8	± 0.8	<0.01	Lower
Theft & Vandalism	Have had property, such as their car, clothing, or books stolen or deliberately damaged on school property one or more times during the past 12 months	29.2	± 2.4	29.8	± 1.5	0.7	Not Different
Non- Criminal	Have been harassed or bullied on school property one or more times during the past 12 months	25.0	±1.6	NA	NA	NA	NA

¹ P-values were determined using a t-test.

² Difference is statistically significant for p< 0.05.

Perception of Safety

There was no significant difference between the percent of public high school students in Arizona and the percent of high school students throughout the nation that indicated missing at least one day of school in the past month because they felt unsafe at school or on their way to school. Just over seven percent (7.3%) of public high school students in Arizona and six percent (6.0%) of high school students throughout the nation missed at least one day of school in the past month because they felt unsafe at school or on their way to school.

Violent Crime

Public high school students in Arizona reported being threatened or injured with a weapon significantly more often than high school students throughout the nation. Almost 11 percent (10.7%) of public high school students in Arizona were threatened or injured with a weapon on school property during the 2005 school year. Less than eight percent (7.8%) of high school students throughout the nation reported being threatened or injured with a weapon during the same time period.

Weapons

There was no significant difference between the percent of public high school students in Arizona and the percent of high school students throughout the nation that indicated carrying a weapon such as a gun, knife, or club on school property at least once during the past 12 months. Over seven percent (7.4%) of public high school students in Arizona carried a weapon on to school property during the past 12 months. Over six percent (6.5%) of high school students throughout the nation did so.

Physical Attack

There was no significant difference between the percent of public high school students in Arizona and the percent of high school students throughout the nation that indicated being in a fight on school property at least once during the past 12 months. Almost 12 percent (11.7%) of public high school students in Arizona reported being in a physical fight on school property during the 2005 school year. More than 13 percent of high school students throughout the nation reported participating in the same behavior.

Alcohol, Tobacco, and Other Drugs (ATOD)

Illegal drugs - A significantly greater percent of public high school students in Arizona than high school students throughout the nation reported being offered, sold, or given an illegal drug on school property in the past 12 months. Approximately 39 percent (38.7%) of public high school students in Arizona and just over 25 percent (25.4%) of high school students throughout the nation reported this behavior.

Marijuana - There was no significant difference in the percent of public high school students in Arizona (5.1%) and high school students throughout the nation (4.5%) that reported using marijuana on school property one or more times during the past 30 days.

Alcohol - A significantly greater percent of public high school students in Arizona as compared to high school students throughout the nation reported drinking alcohol at school. Nearly eight percent (7.5%) of high school students in Arizona indicated having at least one drink

of alcohol on school property on one or more of the past 30 days as compared to 4.3 percent of high school students throughout the nation.

Cigarettes - Significantly fewer public high school students in Arizona than high school students throughout the nation reported smoking a cigarette on school property. Less than five percent (4.7%) of public high school students in Arizona smoked cigarettes on school property on one or more of the past 30 days. Almost seven (6.8%) percent of high school students throughout the nation reported the same behavior.

Theft and Vandalism

There was no significant difference between the percent of public high school students in Arizona (29.0%) that reported having their property stolen or deliberately damaged at school one or more times in the past 12 months and the percent of high school students throughout the nation (25.4%) that reported experiencing the same.

Non-Criminal

The 2005 National YRBS did not include a question asking students if they had been harassed or bullied on school property. There is no data, therefore, available to make the comparison.

Violent and Serious Incidents Reported by K-12th Grade Public School Administrators

Results of a one-way ANOVA indicated no significant differences in the rate of incidents reported by public school administrators by category and sub-category among the 2004, 2005, and 2006 school years.

Table 8 Frequency and Rate of Incidents per 1,000 Students Students Seriously Injured and Other Violent Behaviors on School Grounds 2004-2006									
		2004		2005		2006		2004-2006	
Enrollment		983,847		1,006,156		1,010,769		1,000,257	
Category	SDFS Question	Number	Rate/ 1,000 Students	Number	Rate/ 1,000 Students	Number	Rate/ 1,000 Students	Average Number	Average Rate/ 1,000 Students
Violent Crime	How many students were seriously injured (beyond first aid) as a result of a violent act on school grounds?	339	0.34	328	0.33	445	0.44	371	0.37
	How many school personnel were intentionally attacked or injured by students on school grounds?	327	0.33	312	0.31	444	0.44	361	0.36
	At your school were there any incidents in which non-students used firearms with intent to harm?	7	0.01	5	0.00	7	0.01	6	0.01
Total		673	0.68	645	0.64	896	0.89	738	0.74

Violent Death

No incidents at school that resulted in death were reported by school administrators.

Violent Crime

Incidents involving threats of physical attack with a weapon and physical attacks or fights at school with a weapon were the violent crimes reported most often by school administrators. There was an average of one threat of physical attack or fight with a weapon reported for every 1,000 students.

There was an average of one incident involving other types of violent behaviors at school for every 1,000 students. Other types of violent behaviors included the use of a weapon, robbery with or without a weapon, rape or sexual assault, and use of a firearm or destructive device.

An average of one student out of 3,000 was seriously injured (beyond first aid) as a result of a violent act on school grounds.

An average of 361 school personnel were intentionally attacked or injured by students on school grounds each year. There was an average of six incidents each year in which non-students used firearms on campus with the intent to harm.

Weapons

For every 1,000 students there was an average of four incidents at school involving weapons:

- Three incidents of weapon possession
- One incident of weapon use

Alcohol, Tobacco, and Other Drugs (ATOD)

For every 1,000 students there was an average of 11 incidents reported for possession, use, or distribution of alcohol, tobacco, or other illicit drugs at school:

- Six incidents reported for use or possession of illegal drugs at school
- Three incidents reported for smoking or possession of tobacco at school
- Two incidents reported for use or possession of alcohol at school

There was an average of one incident of illegal drug distribution for every 2,000 students.

Theft and Vandalism

For every 1,000 students there was an average of 11 incidents at school reported for theft and vandalism:

- Six incidents reported for vandalism
- Five incidents reported for theft or larceny

Physical Attack or Fight

Physical attacks or fights without a weapon at school and threats of physical attack at school without a weapon were the incidents most frequently reported by school administrators. For every 1,000 students there was an average of 38 incidents of physical attack or fight reported:

- Nine threats of physical attack without a weapon
- Twenty-nine physical attacks or fights without a weapon

Non-Criminal

Non-criminal incidents were the second most frequently reported during 2005. There was an average of 22 non-criminal incidents reported for every 1,000 students:

- Four incidents of sexual harassment
- Eighteen incidents of intimidation or bullying

Comparison of the Incidents Reported by School Administrators and the Behaviors Reported by Students

A comparison of the responses given by public high school students in the 2005 AZ YRBS and incidents reported by K-12th grade public school administrators in the 2005 SDFS Report indicated that public school administrators reported fewer incidents of violent and serious behaviors at school than public high school students reported occurring on school property.

There are differences between the AZ YRBS and the SDFS Report that need to be noted:

- Indicator definitions were not exactly the same
- Only the highest level incidents were reported by school administrators on the SDFS Report when there was more than one violation involved in an incident
- More than one student may have been involved in an incident
- Incidents reported by public school administrators in the SDFS Report were collected from a census of all public schools and represents students enrolled in grades K-12
- Student responses on the AZ YRBS were collected from a representative sample of students enrolled in public high school grades 9-12

This comparison does, nonetheless, provide an objective description of the disparities between what students reported happening at school in 2005 and what school administrators reported to the ADE.

Violent Crime

Almost 11 percent or approximately 35,123 public high school students in Arizona reported being threatened or injured with a weapon on school property at least once during the 2005 school year. Kindergarten-12th grade public school administrators reported 1,192 similar incidents during the same year.

Table 9 Comparison between 2005 AZ YRBS and 2005 SDFS Indicators Violent Crime		
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have been threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months	35,123	10.7
SDFS	Number of Reported Incidents K-12th Grade	
Threats of physical attack with a weapon	623	
Physical attack or fight with a weapon	376	
Use of a firearm or destructive device	15	
Robbery with a weapon	27	
Use of a weapon other than a firearm or destructive device	148	
Total	1,189	

Weapons

Over seven percent or approximately 24,791 public high school students in Arizona reported having carried a weapon on school property in the past 30 days. Kindergarten-12th grade public school administrators reported 3,727 similar incidents involving a weapon during the same time frame.

Table 10 Comparison between 2005 AZ YRBS and 2005 SDFS Indicators Weapons		
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days	24,791	7.40
SDFS	Number of Reported Incidents K-12th Grade	
Use of firearm or destructive device	15	
Robbery with a weapon	27	
Use of a weapon other than a firearm/explosive device	148	
Physical attack or fight with a weapon	376	
Threats of physical attack with a weapon	623	
Possession of a firearm or destructive device	74	
Possession of a weapon other than a firearm/explosive device	2,479	
Total	3,727	

Alcohol, Tobacco, and Other Drugs

High school students that indicated being offered, sold, or given an illegal drug on school property at least once in the past 12 months was 38.7 percent or approximately 127,033 students. The number of incidents of similar behaviors reported by school administrators during the same time period was 6,035.

There were 7.5 percent or approximately 24,619 public high school students in Arizona that reported having at least one drink of alcohol on school property in the past 30 days. Kindergarten-12th grade public school administrators reported 1,648 incidents that involved the possession or use of alcohol at school in the 2005 SDFS Report.

Almost five percent or approximately 15,428 public high school students in Arizona indicated smoking cigarettes on school property one or more times in the past 30 days. Kindergarten-12th grade public school administrators reported 3,255 incidents of students smoking at school.

Table 11 Comparison between 2005 AZ YRBS and 2005 SDFS Indicators Alcohol, Tobacco, and Other Drugs (ATOD)		
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have been offered, sold, or given an illegal drug on school property by someone during the past 12 months	127,033	38.70
SDFS	Number of Reported Incidents K-12th Grade	
Distribution of illegal drugs	580	
Possession or use of illegal drugs	5,455	
Total	6,035	
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have had at least one drink of alcohol on school property on one or more of the past 30 days	24,619	7.50
SDFS	Number of Reported Incidents K-12th Grade	
Possession and Use of Alcohol	1,648	
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have smoked cigarettes on school property on one or more of the past 30 days	15,428	4.70
SDFS	Number of Reported Incidents K-12th Grade	
Possession and Use of Tobacco	3,255	

Theft and Vandalism

Over 29 percent or approximately 95,849 public high school students reported having property stolen or deliberately damaged on school property in the past 12 months. Kindergarten-12th grade school administrators reported 11,648 incidents involving theft and vandalism during the same time frame.

Table 12 Comparison between 2005 AZ YRBS and 2005 SDFS Indicators Theft and Vandalism		
AZ YRBS	Approximate Number of HS Students	Percent of HS Students
Have had property, such as a car, clothing, or books stolen or deliberately damaged on school property one or more times in the past 12 months	95,849	29.2
SDFS	Number of Reported Incidents K-12th Grade	
Motor Vehicle theft	85	
Theft/Larceny	5,321	
Vandalism	6,242	
Total	11,648	

Physical Attack or Fight

Almost 12 percent or approximately 38,405 public high school students reported being in a physical fight on school property at least once in the past 12 months. Kindergarten-12th grade school administrators reported 30,298 incidents of physical attacks or fights without a weapon.

Table 13 Comparison between AZ 2005 YRBS and 2005 SDFS Indicators Physical Attack or Fight		
AZ YRBS	Approximate Number of HS Students 2005	Percent of HS Students
Have been in a physical fight on school property at least once in the past 12 months	38,405	11.7
SDFS	Number of Reported Incidents K-12th Grade	
Physical attack or fight without a weapon	30,289	

Non-Criminal

Twenty-five percent or approximately 82,063 public high school students reported being harassed or bullied at least once on school property during the 2005 school year. Kindergarten-12th grade school administrators reported 21,349 incidents of sexual harassment, intimidation, and bullying the same year.

Table14 Comparison between 2005 AZ YRBS and 2005 SDFS Indicators Non-Criminal		
AZ YRBS	Approximate Number of HS Students 2005	Percent of HS Students
Have been harassed or bullied on school property one or more times during the past 12 months	82,063	25.0
SDFS	Number of Reported Incidents K-12th Grade	
Sexual harassment	3,847	
Intimidation/Bullying	17,502	
	21,349	

Summary of Findings

Violent and Serious Behaviors Reported by Students

The violent and serious behaviors reported by public high school students as occurring on school property most and least often during the 2003 and 2005 school years were:

Most Often 2003

- Property stolen or deliberately damaged
- Offered, sold, or given an illegal drug
- Physical fight on school property
- Threatened or injured with a weapon

Least Often 2003

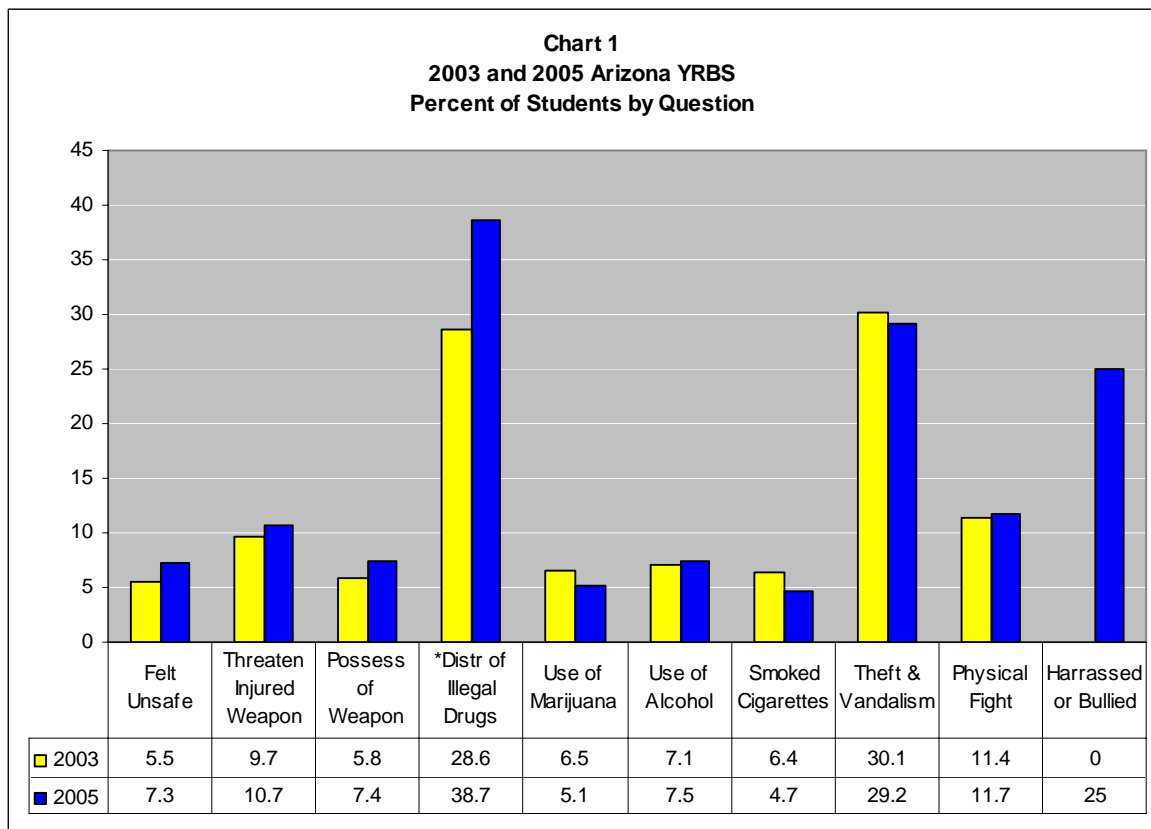
- Not going to school at least one day because they felt unsafe at school
- Carried a weapon, such as a gun, knife, or club
- Smoked cigarettes
- Used marijuana

Most Often 2005

- Offered, sold, or given an illegal drug
- Property stolen or deliberately damaged
- Harassed or bullied
- Physical fight on school property

Least Often 2005

- Smoked cigarettes
- Used marijuana
- Not going to school at least one day because they felt unsafe at school
- Carried a weapon, such as a gun, knife, or club



*Indicates a significant increase in this behavior from 2003 to 2005

Relative Safety of Public High Schools in Arizona

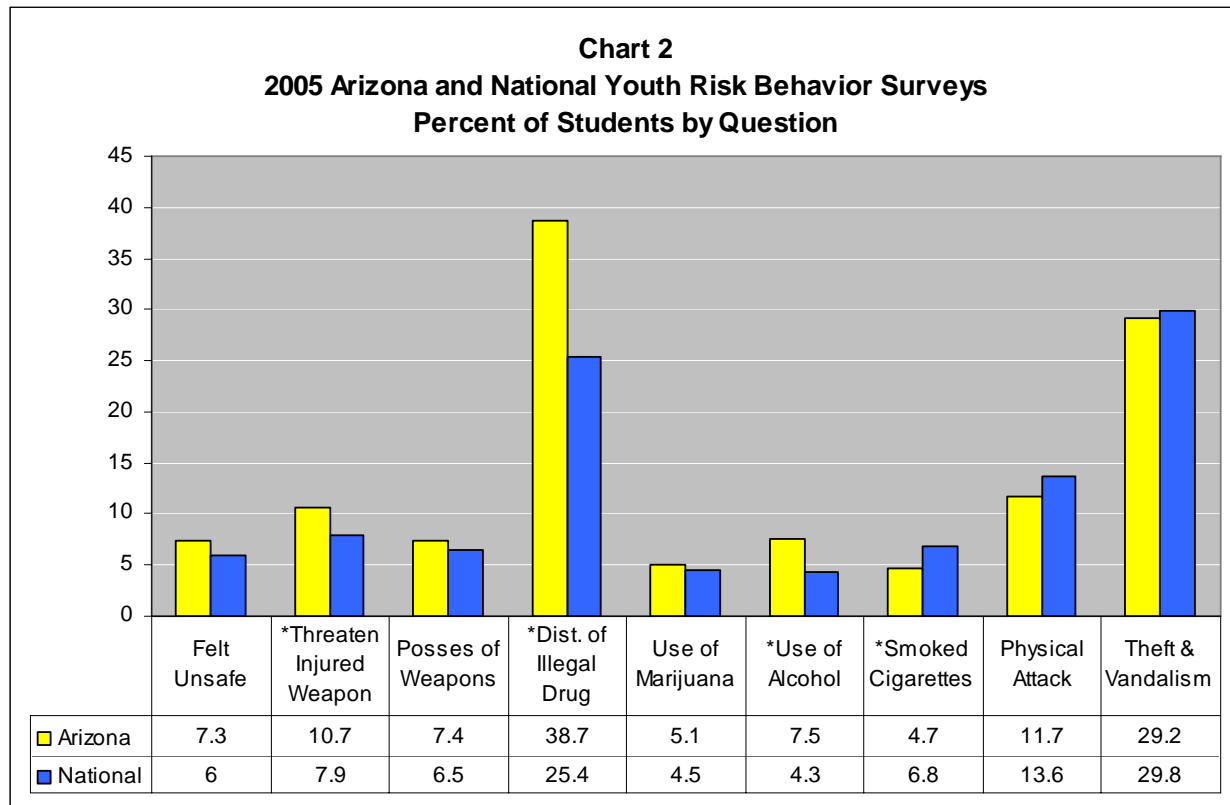
Significantly fewer public high school students in Arizona than high school students throughout the nation reported smoking cigarettes on school property during the 2005 school year.

There were no significant differences in the number of public high school students in Arizona than high school students throughout the nation that reported:

- Not going to school because it felt unsafe at school or on the way to school
- Carrying a weapon such as a gun, knife, or club on school property
- Being in a physical fight on school property
- Using marijuana on school property
- Having property, such as their car, clothing, or books stolen or deliberately damaged on school property

Significantly more public high school students in Arizona than high school students throughout the nation reported being:

- Threatened or injured with a weapon on school property
- Offered, sold, or given an illegal drug on school property
- Having at least one drink of alcohol on school property



*Indicates a significant difference

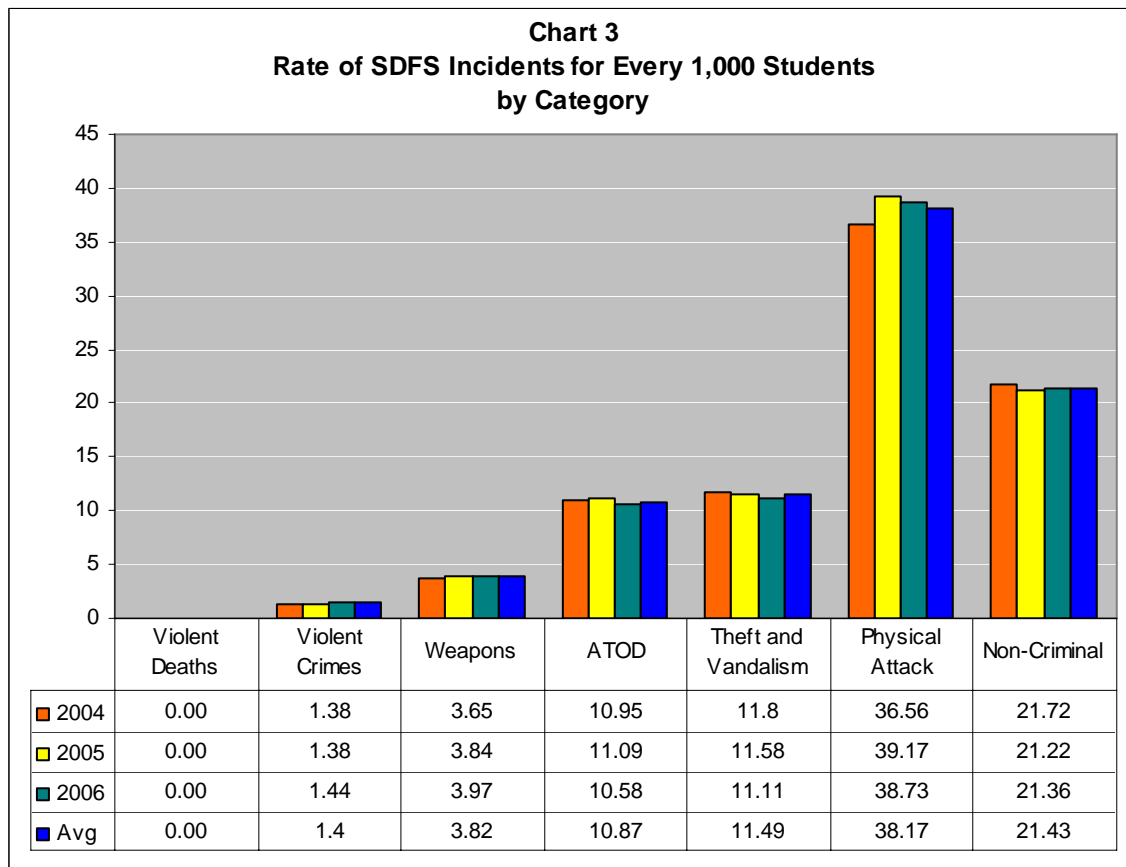
Violent and Serious Incidents Reported by K-12th Grade Public School Administrators

The incidents reported as occurring at school least often by public school administrators were:

- Use of a firearm or destructive device
- Hazardous or biochemical threats
- Robbery (taking things by force) with a weapon
- Rape or sexual assault

The incidents reported as occurring at school most often by public school administrators during the 2004, 2005, and 2006 school year were:

- Physical attack or fight without a weapon
- Intimidation/bullying
- Threats of physical attack without a weapon
- Vandalism



Comparison of the Incidents Reported by School Administrators and the Behaviors Reported by Students

Disparities exist between the number of incidents reported by K-12th grade public school administrators and similar behaviors reported by public high school students. While the data is collected differently on the AZ YRBS and the SDFS Report, this comparison provides an objective description of the disparities between what students reported happening at school in 2005 and what school administrators reported to the ADE.

Chart 4 Comparison Between the Approximate Number of Behaviors Reported by Students in the 2005 AZ YRBS and the Number of Incidents Reported by K-12th Grade Public School Administrators in the 2005 SDFS Report by Category		
	AZ YRBS	SDFS Report
Violent Crime	35,123	1,189
Weapons	24,791	3,727
Alcohol, Tobacco, and Other Drugs		
Illegal Drug	127,333	6,035
Alcohol	24,619	1,648
Tobacco	15,428	3,255
Theft and Vandalism	95,849	11,648
Physical Attack or Fight	38,405	30,298
Non-Criminal	82,063	21,348

Conclusions and Recommendations

Accurate, reliable, and timely school safety data has become increasingly important for school, district, and state level planning and decision making. School safety data gathered from a variety of sources are needed to portray a comprehensive and balanced picture of the violent and serious behaviors occurring on school property, at school sponsored events, and on the way to and from school. School level data such as that reported by public school administrators in the SDFS Report must be described and analyzed along with student, teacher, and staff behavior reports and perceptions.

The following recommendations are offered:

- Continue to improve the accuracy and reliability of the collection, tracking, and reporting of school safety incident data
- Expand the AZ YRBS to include middle school students and school level data
- Support the collection of additional local data including the perceptions of students, teachers, and staff regarding school safety
- Enhance professional development for school personnel on the collection, analysis, and use of data
- Provide financial resources to accomplish the above

Continue to improve the accuracy and reliability of the collection, tracking, and reporting of school safety incident data - Public school administrators in Arizona need an effective means by which to collect, track and report school safety incident data. The ADE is currently in the process of developing a school safety incident management system called Arizona Safety Accountability for Education (Az SAFE)⁵. A primary focus of Az SAFE is to improve data accuracy and reliability. In addition to the school safety incidents that will be collected and managed in Az SAFE, other data related to each incident will be collected including the type of violations that occurred; the resulting actions taken; the people involved and their roles; and time of day, location, and physical injuries sustained.

Expand the AZ YRBS to include middle school students and school level data - School safety data reported by students complements and enhances incident data reported by school administrators. The ADE currently implements the AZ YRBS using a stratified random sample that is valid for public high school students at the state level. The AZ YRBS should be expanded to collect data that is valid for public high school and middle school students at the school level. Expanding the AZ YRBS would allow public school administrators to combine school level student data with school level incident data and further inform the school safety planning and program development process.

Support the collection of additional local data including the perceptions of students, teachers, and staff regarding school safety - Additional data at the school level are also needed to determine the perceptions of students, teachers, and staff regarding their safety at school. Perceptions of safety at school provide another view of the school safety picture and must be taken into consideration when setting priorities and developing school safety programming.

⁵ Funding for the development of Az SAFE was provided from the U.S. Department of Education in the form of a competitive Grant to the States to Improve Management of Drug and Violence Prevention Programs. The ADE was awarded this grant in the spring of 2005, has developed the first version of the on-line system in collaboration with school administrators, teachers, and various departments within the ADE, and is piloting the system during the 2008 school year.

Enhance professional development for school personnel on the collection, analysis, and use of data - High quality and comprehensive professional development is needed to build the capacity of educators to effectively use school safety data. Professional development should include training on the collection, analyses, presentation, and utilization of data for assessing school safety needs, setting priorities, and evaluating the effectiveness of school safety strategies, policies, programs, and practices.

Provide financial resources to accomplish the above - Accurate, reliable, and timely data collection, whether it is student reports of violent and serious behaviors occurring on school property, the tracking and reporting of incidents caught and reported by school administrators, or data identifying the perceptions of students, teachers, and staff regarding their personal safety, requires financial resources. Additional funding would provide the resources needed to improve the collection, analyses, and utilization of school safety data.

Appendix A

2005 YOUTH RISK BEHAVIOR SURVEY Sample Description and Weighting Procedures

Sample Description School Level - All regular public schools and charter schools containing grades 9, 10, 11, or 12 were included in the sampling frame. Schools were selected systematically with probability proportional to enrollment in grades 9 through 12 using a random start. 40 regular schools and 53 charter schools were sampled. Two charter schools were ineligible.

Class Level - All classes in a required subject or all classes meeting during a particular period of the day, depending on the school, were included in the sampling frame. Systematic equal probability sampling with a random start was used to select classes from each school that participated in the survey.

Response Rates

Schools:	96% - 87 of the 91 sampled eligible schools participated.
Students:	85% - 3,322 of the 3,912 sampled students submitted questionnaires. 3,307 questionnaires were usable after data editing.
Overall:	96% * 85% = 81%

Weighting A weight has been associated with each questionnaire to reflect the likelihood of sampling each student and to reduce bias by compensating for differing patterns of non-response. The weight used for estimation is given by: $W = W1 * W2 * f1 * f2 * f3$

W1 = the inverse of the probability of selecting the school;

W2 = the inverse of the probability of selecting the classroom within the school;

f1 = a school-level non-response adjustment factor calculated by school size category (small, medium, large). The factor was calculated in terms of school enrollment instead of number of schools.

f2 = a student-level non-response adjustment factor calculated by class.

f3 = a post stratification adjustment factor calculated by gender within grade and by race/ethnicity.

Use of the Weighted Results The weighted results can be used to make important inferences concerning the priority health-risk behaviors of all regular public and charter school students in grades 9 through 12.

Appendix B

2005 National Youth Risk Behavior Survey Sample Description and Weighting Procedures

The sampling frame for the 2005 national Youth Risk Behavior Survey (YRBS) consisted of all public and private schools with students in at least one of grades 9--12 in the 50 states and the District of Columbia. The sampling frame was obtained from the Quality Education Data (QED), Inc., database. The QED database includes information on both public and private schools and the most recent data from the Common Core of Data from the National Center for Education Statistics. A three-stage cluster sample design produced a nationally representative sample of students in grades 9--12 who attend public and private schools. The first-stage sampling frame consisted of 1,261 primary sampling units (PSUs), consisting of counties, sub areas of large counties, or groups of smaller, adjacent counties. The 1,261 PSUs were categorized into 16 strata according to their metropolitan statistical area (MSA) status (i.e., urbanicity) and the percentages of black* and Hispanic[†] students in the PSUs. From the 1,261 PSUs, 57 were selected with probability proportional to overall school enrollment size for the PSU.

In the second stage of sampling, 203 schools with any of grades 9--12 were selected with probability proportional to school enrollment size. The third stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9--12, one or two classrooms from either a required subject (e.g., English or social studies) or a required period (e.g., homeroom or second period). All students in selected classes were eligible to participate. Schools, classes, and students that refused to participate were not replaced.

To enable a separate analysis of data for black and Hispanic students, three strategies were used to over-sample these students: 1) larger sampling rates were used to select PSUs that are in high-black and high-Hispanic strata; 2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and 3) two classes per grade, rather than one, were selected in schools with a high minority enrollment.

A weight based on student sex, race/ethnicity, and grade level was applied to each record to adjust for school and student non-response and over-sampling of black and Hispanic students. The overall weights were scaled so that the weighted count of students equals the total sample size, and the weighted proportions of students in each grade match the national population proportions.

For the 2005 national YRBS, 13,953 questionnaires were completed in 159 schools. The school response rate was 78%, and the student response rate was 86%. The school response rate multiplied by the student response rate produced an overall response rate of 67%. CDC's Institutional Review Board granted clearance for the national YRBS. Additional information about the national YRBS is available at <http://www.cdc.gov/yrbbs>.



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

**Unsafe School Choice Option Policy
Victims of Violent Crimes
Adopted by the Arizona State Board of Education June 26, 2006**

Section 9532 of the No Child Left Behind Act requires that a student who is a victim of a violent criminal offense on school grounds be allowed to attend another school within the local education agency (LEA). LEAs are responsible for implementing individual transfer options for victims.

The definition of "violent criminal offense" and "victim" are based upon Title 13 of the Arizona Revised Statutes (ARS). A victim is an individual against whom the crime is committed as listed in a police report that is not unfounded or exceptionally cleared, or who is an immediate family member of a crime victim who has been killed or incapacitated, i.e., a sibling who attends the same school as the victim (based on ARS 13-4401).

Violent criminal offenses are listed on the second page of this document. These include any criminal act that results in death or physical injury or any criminal use of a deadly weapon or dangerous instrument (ARS 13-604.4). Crimes with extreme emotional impact on the victim or a high potential for serious injury or death are also included. In some cases qualifiers have been added to individual statutes. These qualifiers must apply for the crime to be considered violent. The qualifier descriptions are in parenthesis.

The following definitions from ARS 13-105 are helpful in understanding some of the statutes on the following page:

"Crime" means a misdemeanor or a felony.

"Dangerous instrument" means anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

"Deadly weapon" means anything designed for lethal use. The term includes a firearm.

"Physical injury" means the impairment of physical condition.

**Unsafe School Choice Option Policy
Victims of Violent Crimes**

Violent Criminal Offenses		
ARS Title 13, Chapter 11 Homicide	13-1102 13-1103 13-1104 13-1105	Negligent Homicide F4 Manslaughter F2 Second Degree Murder F1 First Degree Murder F1 <i>These statutes would apply in the event the crime is an attempt and the victim does not die.</i>
ARS Title 13, Chapter 12 Assault and Related Offenses	13-1201 13-1203 13-1204 13-1205 13-1209	Endangerment (with deadly weapon or dangerous instrument) F6 or M1 Assault (A)(1) (with physical injury) M1 Aggravated Assault F2-6 Unlawfully Administering Intoxicating Liquors, Narcotic Drug, or Dangerous Drug (with physical injury) F5 Drive by Shooting F2
ARS Title 13, Chapter 13 Kidnapping and Related Offenses	13-1304	Kidnapping (A)(3) F2
ARS Title 13, Chapter 14 Sexual Offenses	13-1406	Sexual Assault F2
ARS Title 13, Chapter 17 Arson	13-1704	Arson of an Occupied Structure F2
ARS Title 13, Chapter 19 Robbery	13-1902 13-1903 13-1904	Robbery F4 Aggravated Robbery F3 Armed Robbery F2
ARS Title 13, Chapter 29 Offenses Against Public Order	13-2904	Disorderly Conduct (A)(6) (Involving a deadly weapon or dangerous instrument) F6
ARS Title 13, Chapter 31 Weapons and Explosives	13-3102 13-3104 13-3110	Misconduct Involving Weapons (A)(9) F3 Depositing Explosives F4 Misconduct Involving Simulated Explosive Devices M1
ARS Title 13, Chapter 37 Miscellaneous Offenses	13-3704	Adding Poison or Other Harmful Substance to Food, Drink or Medicine F6

F/ M and the number indicates felony or misdemeanor and the class

2006 Safe and Drug-Free Schools Report

Go Back

1) Contact Information

Please enter the following information

Contact InformationName Phone Email

You may enter multiple addresses by separating each with a semicolon (;)

Please select the description closest to your job title. For example if you are an Assistant Principal for Discipline, please select Assistant Principal. If other, please specify your title.

☐ Prevention Coordinator☐ Principal☐ Assistant Principal☐ Director☐ Other **Enrollment Information**October 1st 2005 Enrollment
(Enter zero if no students)Number
of
StudentsK-6 7-8 9-12 Total

Please select the Grades Served at School

☒ K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12

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2) Prevention Programs, Practices and Educational Services

Please answer the following questions for the 2005/2006 school year.

Q1. Did your school have a program intended to prevent or reduce violence?

☒ Yes ☐ No

Q2. Which of the following education programs or services related to a safe, drug-free or healthy school environment were offered at your school during the 2005/2006 school year?

- | | |
|--|---|
| a. After-school Programs | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| b. Alternative Education Programs | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| c. Before-school Programs | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| d. Character Education | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| e. Classroom Management Training | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| f. Community Service Programs | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| g. Counseling or Psychological Services | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| h. Domestic Violence or Child Abuse Training | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| i. Drop-out Prevention | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| j. Drug Prevention Instruction | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| k. Health Education | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| l. HIV Prevention Instruction | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| m. Identification and Referral | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| n. Mentoring | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| o. Parent Education or Involvement | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| p. Peer Mediation or Conflict Resolution | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| q. School Based or School Linked Health Clinic | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| r. Service Learning | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| s. Student Assistance Programs | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| t. Suicide Prevention | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| u. Tolerance Instruction | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| v. Violence Prevention Instruction | <input checked="" type="radio"/> Yes <input type="radio"/> No |

Save

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3) Parent Communication

Q6. Which of the following does your school do to involve parents?

- a. Have a formal process to obtain parent input on policies related to school discipline ☒ ☐ Yes ☐ No
- b. Have a formal process to obtain parent input on policies related to violence prevention at school ☒ ☐ Yes ☐ No
- c. Have a formal process to obtain parent input on policies related to drug prevention ☒ ☐ Yes ☐ No
- d. Have a formal process to obtain parent input on policies related to health education ☒ ☐ Yes ☐ No
- e. Have a formal process to obtain parent input on policies related to health services ☒ ☐ Yes ☐ No
- f. Have a formal process to inform parents of the content of the school safety plan ☒ ☐ Yes ☐ No

Q7. How are parents notified about school policies?

- a. Direct mail to home ☒ ☐ Yes ☐ No
- b. Send home with students ☒ ☐ Yes ☐ No
- c. Post on the school website ☒ ☐ Yes ☐ No
- d. Parent orientation meetings ☒ ☐ Yes ☐ No
- e. Other ☒ ☐ Yes ☐ No
- f. If Other please specify

Save

4) School Policies

Q8. During the 2005/2006 school year, was it a practice of your school to do the following?
(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice)

- | | |
|--|---|
| a. Control access to school buildings during school hours (e.g., locked doors) | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| b. Control access to school grounds during school hours (e.g., locked gates) | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| c. Control access to school grounds after school hours (e.g., locked gates) | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| d. Close the campus for all students during lunch | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| e. Provide a printed code of student conduct to students | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| f. Provide a printed code of student conduct to parents | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| g. Enforce a zero-tolerance policy for Violence | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| h. Enforce a zero-tolerance policy for Fighting | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| i. Enforce a zero-tolerance policy for Weapons | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| j. Enforce a zero-tolerance policy for Firearms | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| k. Enforce a zero-tolerance policy for Substance Abuse | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| l. Enforce a zero-tolerance policy for Tobacco | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| m. Enforce a zero-tolerance policy for Alcohol | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| n. Require students to pass through metal detector each day | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| o. Use one or more security cameras to monitor the school | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| p. Require drug testing for any student (e.g. athletes) | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |

Please answer the following

- | | |
|---|---|
| Q9. Does your school have a written plan that describes procedures to be performed in a crisis situation? | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |
| Q10. When was the last time your school safety plan was practiced? | <input checked="" type="radio"/> Within the 6 months prior to the end of this school year
<input type="radio"/> Between 6 and 12 months prior to end of this school year
<input type="radio"/> More than one year prior to end of this school year
<input type="radio"/> Have not practiced the school safety plan yet |
| Q11. Does your school have a threat assessment team in place to identify potentially violent students? | <input checked="" type="radio"/> <input type="radio"/> Yes <input type="radio"/> No |

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5) Policies: Disciplinary Actions

Q12. During the 2005/2006 school year, how available were the following disciplinary actions to your school, and which were actually used by your school?

Actions taken for disciplinary reasons

- | | | | |
|---|---|--|-------------------------------------|
| a. Removal for at least 1 year (expulsion ARS 15-840) | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |
| b. Transfer for at least 1 year | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |
| c. Suspension or removal for less than 1 year | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |

Provide instruction or counseling to reduce problems

- | | | | |
|---|---|--|-------------------------------------|
| d. Referral to school counselor | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |
| e. Assigned to program designed to reduce disciplinary problems | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |

Community service as discipline

- | | | | |
|--|---|--|-------------------------------------|
| f. Require participation in community service | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |
| g. Provide a community service option as an alternative to suspension or expulsion | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |

Law enforcement

- | | | | |
|--------------------------------|---|--|-------------------------------------|
| h. Referral to law enforcement | <input checked="" type="radio"/> Available But not used | <input type="radio"/> Available and used | <input type="radio"/> Not available |
|--------------------------------|---|--|-------------------------------------|

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6) School Environment

During the 2005/2006 school year:

Q13. When is a student considered truant?
Please be specific.

Q15. How many paid staff at your school are in the following categories? Please include staff that perform multiple duties.
(Enter zero if none)

	Full Time	Part Time	Total
a. Classroom teachers			0
b. Counselors or mental health professionals			0
c. Special education teachers			0
d. Nurses or licensed physical health professionals			0
e. Law enforcement officers			0
f. Probation officers			0
g. Classified staff (aides, security, clerical, support)			0
Total	0	0	0

Q16. How many times were school activities disrupted by bomb threats?

Do not include fire alarms.

Q17. How many times were school activities disrupted by hazardous or biochemical material threats?

Q18. How many teachers were removed due to criminal behavior?

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7) Violence or Injury

Please answer the following for the 2005/2006 School Year.

Q19. Did any students, faculty or staff die from violent causes (i.e., homicide or suicide, but not accidents)? Do not limit yourself to deaths occurring at school. ☒ Yes ☐ No

Violent Deaths

Q20. Please report violent deaths that occurred on school grounds, in school buildings, on school buses and at places that held school sponsored events or activities. Count violent deaths regardless of whether or not they occurred during normal school hours.

	Students	Faculty	Staff	Total
Q20. Homicide at school				0
Q21. Suicide at school				0
Total	0	0	0	0

Injury

Q22. How many students were seriously injured (beyond first aid) intentionally or unintentionally on school grounds? ☒

Q23. How many students were seriously injured (beyond first aid) as a result of a violent act on school grounds? ☒

Q24. How many school personnel were intentionally attacked or injured by students on school grounds? ☒

Q25. At your school were there any incidents in which nonstudents used firearms with intent to harm? ☒ Yes ☐ No

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8) Violent or Criminal Behavior

Please provide the number of incidents at your school during the 2005/2006 school year using the categories below. A single event (e.g., a fight) is one incident regardless of how many perpetrators or victims were involved.

Count all incidents regardless of whether students or nonstudents were involved. Include incidents that happened at school regardless of whether or not they happened during normal school hours. Enter "0" if there were no incidents in a category. Do not include an offense if it does not fit well within the categories provided.

You may find it helpful to print this page and have it in front of you when filling out Section 9, Question 27.

Note: The definition of a firearm or destructive device DOES NOT INCLUDE bb guns, toy guns, cap guns, pellet guns or firecrackers. Please click on the link for "Definitions" located near the top of the menu on the left-hand side of your screen if you need further clarification.

Q26. Incidents of violent or criminal behavior during the 2005/2006 school year

	Total number of incidents
a. Use of a firearm or destructive device (see definition)	
b. Possession of a firearm or destructive device (see definition)	
c. Use of a weapon other than a firearm or destructive device	
d. Possession of a weapon other than a firearm or destructive device	
e. Distribution of illegal drugs	
f. Possession or use of illegal drugs	
g. Possession or use of alcohol	
h. Possession or use of tobacco	
i. Rape or sexual assault	
j. Hate crime	
k. Bullying or harassment	
l. Motor vehicle theft	
m. Physical attack or fight with a weapon	
n. Physical attack or fight without a weapon	
o. Threats of physical attack with a weapon	
p. Threats of physical attack without a weapon	
q. Robbery with a weapon	
r. Robbery without a weapon	
s. Theft or larceny	
t. Sexual harassment	
u. Vandalism or criminal damage	
Total	0

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9) Student Disciplinary Actions

Please provide the number of student disciplinary actions at your school during the 2005/2006 school year. If there were no incidents or disciplinary actions in a category enter "0". If an offense does not fit well within the categories do not include it. If more than one student was involved in an incident, count each student separately. If a student was disciplined more than once, count each disciplinary action separately (e.g., a student who was suspended five times would be counted as five suspensions). However, if a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling) count only the most severe disciplinary action that was taken).

Note: Incidents related to disciplinary actions reported in Questions 27a or 27b must also be reported in Question 28, page 10.

Q27. Student disciplinary actions during the 2005/2006 school year.

	Removals (expulsions) for at least 1 year	Transfers to specialized schools for disciplinary reasons for at least 1 year	Out-of- school suspensions lasting 10 or more days, but less than 1 year	All Other Disciplinary Actions
a. Use of a firearm or destructive device (see new definition)				
b. Possession of a firearm or destructive device (see new definition)				
c. Use of a weapon other than a firearm or destructive device				
d. Possession of a weapon other than a firearm or destructive device				
e. Distribution of illegal drugs				
f. Possession or use of illegal drugs				
g. Possession or use of alcohol				
h. Possession or use of tobacco				
i. Rape or sexual assault				
j. Hate crime				
k. Bullying or harassment				
l. Motor vehicle theft				
m. Physical attack or fight with a weapon				
n. Physical attack or fight without a weapon				
o. Threats of physical attack with a weapon				
p. Threats of physical attack without a weapon				
q. Robbery with a weapon				
r. Robbery without a weapon				
s. Theft or larceny				
t. Sexual harassment				
u. Vandalism or criminal damage				
Total	0	0	0	0

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10) Firearms and Destructive Devices – Gun-Free Schools Act

The information gathered in the questions below is reported annually in the Gun-Free School Act Report. In addition to handguns, rifles and shotguns, please include 'Other Firearms.'

Please click on the link for "Definitions" located near the top of the menu on the left-hand side of your screen if you need further clarification.

DO NOT INCLUDE items such as toy guns, cap guns, bb guns, and pellet guns or firecrackers.

During the 2005/2006 school year

Q28. Please indicate the number of students that brought or possessed a firearm at school. Indicate the number of students by grade and type of firearm. All infractions reported in Questions 27a and 27b should be reported here.

Grades	Handguns	Rifles Shotguns	Other Firearms	Total
K-6				0
7-8				0
9-12				0
Total	0	0	0	0

(Questions 29, 30 and 31 have been removed.)

Q32a. How may of the students reported in Q28 were given a modified expulsion (expulsion was modified to a term of less than one year)?

	Number of Students
Modified Expulsions	
Expulsions Not Modified	
Total	0

Q32b. How many of the students reported in Q28 were given an expulsion that was not modified (expulsion was NOT modified to a term of less than one year)?

(The total number in Q32 should EQUAL the total number in Q28.)

Q33a. How may of the modified expulsions listed for students in Q32a resulted in the referral of the student to an alternative school or program?

	Number of Alternative Placements
Students with MODIFIED expulsions	
Students with expulsions NOT MODIFIED	

Q33b. How may of the expulsions-not-modified listed for students in Q32b resulted in the referral of the student to an alternative school or program?

Q34a. How may of the modifications reported in Q32a were for students with disabilities as defined in Section 602(a)(1) of the IDEA?

	Number of Students Given Modified Expulsions
Students With Disabilities	
Students Without Disabilities	
Total	0

Q34b. How may of the modifications reported in Q32a were for students without disabilities?

(The total number in Q34 should EQUAL the total number in Q32a.)

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Feedback

Feedback on Safe and Drug-Free Schools Report

EQ6. How easy or difficult was ACCESSING the Safe and Drug-Free Schools Report online system? ☐ Very Difficult ☐ Difficult ☐ Neutral ☐ Easy ☐ Very Easy

EQ7. How easy or difficult was USING or ENTERING DATA in the Safe and Drug-Free Schools Report online system? ☐ Very Difficult ☐ Difficult ☐ Neutral ☐ Easy ☐ Very Easy

EQ8. How easy or difficult was it to GATHER DATA for the Safe and Drug-Free Schools Report? ☐ Very Difficult ☐ Difficult ☐ Neutral ☐ Easy ☐ Very Easy

EQ9. Comment on online access or use of Safe and Drug-Free Schools Report

EQ10. Comment on content of Safe and Drug-Free Schools Report

EQ11. Any other comments:

Save